



**THE IMPLEMENTATION OF PARTICIPATION POINT SYSTEM
IN TEACHING ENGLISH TO THE ELEVENTH GRADE STUDENTS OF
SMA PGRI 1 PATI IN ACADEMIC YEAR 2016/2017**

By:

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2017



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SMA PGRI 1 PATI IN ACADEMIC YEAR 2016/2017**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing Sarjana Program
in English Education**



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MURIA KUDUS UNIVERSITY**

2017

MOTTO AND DEDICATION

MOTTO:

- Good is not enough if better is possible.
- The result will not betray the effort.



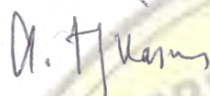
DEDICATION:

To the Heroes in my life,
“Mr. Tarnuji & Mrs. Ngaspinah”

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Damiatik (201232122) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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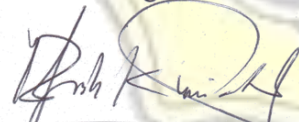
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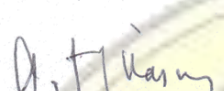


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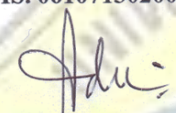
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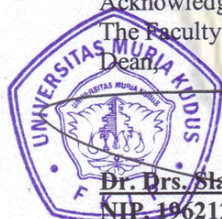

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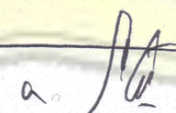
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Finally, the writer will be happy welcome any constructive criticism and suggestion. The writer hopes that it will be useful for those especially who are in the field of education.

Kudus, 14th January 2017

Damiatik
2012-32-122

ABSTRACT

Damiatik, 2016. *The Implementation of Participation Point System in Teaching English to the Eleventh Grade Students of SMA PGRI I PATI in Academic Year 2016/2017*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dr. H. A. Hilal Madjdi, M.Pd., (2) Agung Dwi Nurcahyo, SS, M.Pd.

Key words: *Participation Point System, Students Participation, English Teaching*

Students passivity could be seen as non-involvement from the students to the learning activities in the classroom. When the students are passive, they isolate themselves from the classroom interaction. To motivate the passive students to be active, Participation Point System (PPS) could be implemented as one of the solution.

The objective of the research are to find out how the Participation Point System is used in teaching English to the eleventh grade students of SMA PGRI I PATI in academic year 2016/2017, and to describe the teacher and student's opinion of using Participation Point System in teaching English to the eleventh grade students of SMA PGRI I PATI in academic year 2016/2017.

The kind of this research is descriptive qualitative. This research to describe the implementation of Participation Point System in teaching English and also teacher and student's opinion of using Participation Point System in learning process. The participants of this research were 48 students of 11th grade in SMA PGRI I PATI especially XI IPS 1. The data were collected through observation and questionnaire.

The result of this research are: (1) PPS was implemented by the teacher through a series of activities: asking the students' attention, telling the students about the PPS, giving instructions to the students regarding how to participate and get the points, giving the learning materials, giving chances to students to answer and ask questions or share ideas, giving the points after the students participate in the learning activities, and listing the students' participation point in the point list. (2) Almost all students responded positively toward PPS implementation, which were seen from the questionnaire. They agree that PPS were fun, increased their motivation to speak in class, and PPS important for enhancing their speaking skill. (3) The teacher also responded positively, she felt that the advantages of PPS is that students were more enthusiastic in English teaching.

The writer suggests that English teacher can develop their classroom management in teaching and learning process and increase the student's motivation in class. The PPS helped them to participate actively, learn English better, enhance their confidence, be more competitive, focus in learning process, and enrich their vocabulary.

ABSTRAK

Damiatik. 2016. *Implementasi Sistem Poin Partisipasi dalam Mengajar Bahasa Inggris untuk Kelas Sebelas SMA PGRI 1 PATI Tahun Ajaran 2016/2017*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. H. A. Hilal Madjdi, M.Pd., (2) Agung Dwi Nurcahyo, SS, M.Pd.

Kata kunci: *Sistem Poin Partisipasi, Partisipasi Siswa, Pengajaran Bahasa Inggris*

Kepasifan siswa dapat dilihat sebagai keterlibatan siswa di dalam aktivitas pembelajaran di dalam kelas. Ketika siswa pasif, mereka mengisolasi diri mereka dari interaksi kelas. Untuk memotivasi siswa yang pasif menjadi aktif, Sistem Poin Partisipasi (PPS) dapat diimplementasikan sebagai salah satu solusinya.

Tujuan dari penelitian ini ialah untuk menemukan bagaimana Sistem Poin Partisipasi digunakan dalam mengajar bahasa Inggris untuk siswa kelas sebelas SMA PGRI I PATI tahun ajaran 2016/2017, dan untuk mendeskripsikan pendapat guru dan siswa menggunakan Sistem Poin Partisipasi untuk kelas sebelas SMA PGRI I PATI tahun ajaran 2016/2017.

Jenis dari penelitian ini ialah deskriptif kualitatif. Penelitian ini untuk mendeskripsikan implementasi Sistem Poin Partisipasi dalam mengajar bahasa Inggris dan juga pendapat guru dan murid menggunakan Sistem Poin Partisipasi di dalam proses pembelajaran. Partisipan dari penelitian ini adalah 48 murid kelas sebelas di SMA PGRI I PATI terutama XI IPS 1. Data di kumpulkan melalui observasi dan kuisioner.

Hasil dari penelitian ini ialah: (1) PPS diimplementasikan oleh guru melalui satu rangkaian aktivitas: meminta perhatian siswa, memberitahu siswa tentang PPS, memberi instruksi kepada siswa terkait cara untuk berpartisipasi untuk mendapatkan poin, memberikan materi pembelajaran, memberikan kesempatan kepada siswa untuk menjawab dan bertanya atau pun berbagai ide, memberikan poin setelah murid berpartisipasi, dan mendaftar poin yang diterima siswa. (2) Hampir semua siswa menanggapi secara positif terhadap implementasi PPS, yang mana di lihat dari kuesioner. Mereka setuju bahwa PPS menyenangkan, meningkatkan motivasi untuk berbicara di kelas, dan PPS penting untuk meningkatkan kemampuan mereka berbicara. (3) Guru juga menanggapi positif, dia merasa keuntungan PPS yaitu siswa lebih antusias dalam pengajaran bahasa Inggris.

Penulis menyarankan bahwa guru bahasa inggris dapat mengembangkan pengelolaan ruang kelas di dalam proses belajar dan mengajar dan meningkatkan motivasi siswa di kelas. PPS menolong mereka untuk aktif berpartisipasi, belajar bahasa inggris lebih baik lagi, meningkatkan percaya diri, lebih kompetitif, fokus dalam proses pembelajaran, dan memperkaya kosa kata.

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